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ABSTRACT

This manual was developed for the use of students in a basic training course in systematic curriculum development. This unit of the course deals with the selection of educational materials and provides students with a general background on the kind and type of media that will be most effective in a developing nation. In a discussion of ways that both local and imported educational materials may be used to produce educational improvement, the history and development of traditional African education are analyzed. Differences between Western and African education are pointed out, and the possibilities of augmenting traditional African teaching methods with imported educational concepts are considered. A bibliography of reading materials on African culture is included. A list is presented of some of the problems generally associated with educational development in Africa, with reference to instructional media. (JD)

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AFRICAN CURRICULUM ORGANISATION (ACO)

BASIC TRAINING COURSE IN SYSTEMATIC CURRICULUM DEVELOPMENT

COURSE THREE:
INSTRUCTION MEDIA
UNIT 3:
HISTORICAL CONTEXT

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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AND
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AFRICAN CURRICULUM ORGANIZATION

BASIC TRAINING COURSE IN SYSTEMATIC CURRICULUM DEVELOPMENT

COURSE THREE

UNIT 3: HISTORICAL CONTEXT

CORRESPONDENCE PHASE

COURSE: INSTRUCTION MEDIA

PREAMBLE:

This course will give the students a general background to instructional media and prepare them for the residential phase.

What do we expect the students to achieve in this course?

1. *They should be acquainted with the variety of instructional media that are available from the simple to the more complex.*
2. *They should understand the historical content of instructional media.*
3. *They should understand and be able to utilise the systems approach to curriculum development using instructional media.*
4. *They should be acquainted with the nature and utlisation of mass media in education.*
5. *They should be able to develop an Educational Resource Centre.*

Introduction to Instructional Media: Level One General Objectives:

By the end of the correspondence phase, the student should be able to define the concept of instructional media in a historical context and be able to identify aspects of local instructional media as a preparation for the residential course through the following topics:-

1. *Communication Theory*
2. *Definition of related terms*
3. *Historical context (local and imported)*
4. *Selection and use of instructional media.*

U N I T T H R E E

OBJECTIVES:

At the end of this unit the student will be able to:

1. *Narrate the current situation in Educational Development in her his home country in a historical context. Emphasis to be placed on Learning Resource Centre and Instructional Media production centres.*
2. *Grasp the idea the concept of learning media is not new in African societies. It was fully practised before the advent of the Europeans.*
3. *Identify the current associated with the supply and demand of teaching materials in her/his country.*
4. *List the various of traditional African media and their use.*
5. *List the various types of imported instructional media that are in use in his/her country at all levels of instruction.*
6. *Identify the historically inherent problems associated with the use of available imported Instructional media.*
7. *On the basis of case studies and research data provided, the student will gather statistical information on instructional media in his/her country to be used in Unit Six of this course. Emphasis will be on the histroical context (background) of each statistical item.*

African countries like developing countries elsewhere around the world, are faced with common problems in education:

- *high demands for schooling against limited resources*
- *shortages of teachers, facilities and money*
- *outmoded curricula, especially in basic education*
- *lack of policy on instructional materials*
- *centralised education administrative structures*
- *scattered rural populations hard to reach*
- *traditions and inertias often resistant to change*
- *rapid and unco-ordinated change.*

ST 1

Start by asking yourself this question:-

> *IN WHAT WAYS CAN EDUCATIONAL MEDIA BOTH LOCAL AND IMPORTED BE USED TO PRODUCE IMPROVED RESULTS IN EDUCATION IN MY COUNTRY?*

Generally we can assert that in most African countries, including your own, the availability of imported instructional media is sporadic, while the usage varies from institution to institution. The Elementary Schools on the one hand tend not to use much of the media - (particularly the rural schools), while higher institutions like some of the universities and polytechnics have advanced their instructional technology to compare with any modern technolgical institute in the developed countries.

In part I of this unit we will examine the Historical context of African traditional media. We will then discuss various ways these media can be incooperated into curriculum development.

In part two of the unit we will discuss imported media and how to overcome problems related to its planning and incooperation into curriculum development.

REFERENCES

The Historical Context of Instructional Media Part I:

African Traditional Media

1. *Defintiion of African Traditional Education*

   Preparation for living in the society one was born in. This is a universal concept and there is nothing peculiarly African about it.

2. *Aims of Curriculum of African Traditional Education:*

(i) *To conserve the cultural heritage of family, clan, tribe etc. for present and future generations.*

(ii) *To adapt young people to the physical environment and teach them how to survive in it through the acquisition of skills.*

(iii) *To emphasise the importance of tribal institutions, laws, language and social values on which the society's past, present and future are built.*

(iv) *To promote communal effort and values as opposed to individuals. But individual talents were recognised and rewarded.*

3. *Differences Between Western Education and African Traditional Education:*

(i) *Reading and writing - literacy - had been a major medium of instruction in the Western world. Except for a few examples of pseudo-literacy in parts of Western Africa, literacy was not known in African societies until the advent of the white man.*

(ii) *In the Western world, learning was highly formalised in institutions such as schools and colleges. In Africa, on the the other hand, while there were undoubtedly formal elements in education, the institutional structure made learning continous and less formal. Examples of such institutions were: homes and families, age groups, clans, tribes, etc.*

4. *Traditional African Media*

These may be defined as the means by which the traditional curriculum was implemented. Men, tools and materials were employed to prepare young people for full membership of the community. Again, the idea of men, tools and materials for learning is universal. But African traditional media differ from Western media in two fundamental ways. The Western world possessed two tools which were to revolutionise learning in African societies. The first was high technology based on the civilisation of the wheel. The second, which we have already noted, was the art of literacy. The second, which we have already noted, was the art of literacy. These two innovations ushered into Africa a period of change which has not stabilised.

(elements of the old or traditional media still exist side by side - sometimes in conflict - with the new Western media. Can you identify some of the surviving elements, and how they conflict with or complement the new influences?). Of the two, literacy has been less difficult to adapt. Technology on the other hand, has formed the axis of all African developmental problems. It is argued that until technology is localised, no real industrial revolution and material progress can be made. There are no simple solutions to the problem. We shall return to this point later.

Before the introduction of high technology and literacy, we may identify the following instructional media as widely used by African traditional societies. (It is important to emphasise that there was no uniformity in their use in all African societies. Local conditions made variations inevitable. For example, among the Maasaai of Kenya and Tanzania, a nomadic way of life elevated the skills of warfare and hunting above all others. Kikuyu education on the other hand, was characterised by farming and initiation into the various age groups as dictated by the needs of a settled as opposed to a nomadic society. The fullest picture of African traditional education and media should ideally come from a study of as many tribes as possible).

(i) Learning Through Play and Other Youthful Activities

Here, children played games in which they imitated the roles they would assume in maturity, e.g. husband and wife. They learned to make models of things around them: spears, bows and arrows, mud huts, cattle pens, etc. This took the form of both individual and group activity. Many of these activities survive today. Can you, from your own experience identify them?

(ii) Learning Through Productive Work:

This was essentially an apprenticeship system in which youths learned skills for both production and sport from elders. Boys learned how to make spears, bows and arrows, and the art of fighting for defence of their societies. Girls were trained to become good wives and mothers, to make straw baskets, to grind millet, to make clay pots, to till land etc. Special skills such as medicine and prophesy (call it witchcraft if you will) were imparted to carefully selected young people who possessed special talents.

(iii) *Oral Literature:*

The wisdom of the clan or tribe was handed down through fireside stories depicting myths, legends, fables, proverbs and folk tales. These helped young people to distinguish between good and evil for the individual and society as a whole. How much of this activity survives in your society?

(iv) *Folk Songs and Dance*

These were not just for enjoyments. Often, they carried disguised messages of good citizenship, communication of complex ideas, and an outlet for creative talents. Expand this section from your own experience.

(v) *Initiation and Other Ceremonies*

The purpose ot these was to instil the social and aesthetic values of a clan or tribe and to preapre youths physically and mentally for survival in harsh environments. One of the toughest of these was circumcision. Thus, pain and fear were vital media for character training.

(vi) *The Environment*

Names of trees, plants, animals, insects, types of landscape and the numerous ingedients of the earth were learnt. In this way, the useful were spearated from the useless and dangerous. This clearly illustrates the idea of resource-based learning.

(vii) *Other Forms of Communication*

As we have already noted, learning in African societies was a life-long process lasting from birth to death. Numerous symbols, gestures, noises, etc. were used to convey information. We have all heard of the talking drums of West Africa, the yelling noises nad drums of war of Buganda, and many others. Among the Maasai, an approaching stranger was regarded as an enemy if he did not carry a bunch of grass. The literature of African tribal life is full of many more examples of this type of communication. Can you enumarate some more?

The seven categories enumarated here are by no means mutually exclusive. Indeed, many of these areas overlap. The divisions are only a convenient way of describing the learning environment of African traditional societies.

5. *Conclusion*

We may summarise this discussion by stressing that traditional African learning was trully media-based, much more so, in fact, than the classroom-teacher-desk-paper and pen learning introduced by the missionaries and colonial governments. The negative side of the introduction of literacy is that it retarded and, in some cases, destroyed other instructional media which were vital for the economic welfare of society. African learning was essentially the acquisition of knowledge through doing things especially the production of goods and the provision of services vital for a group's survival.

Today we are trying to retrace out steps back to our own environment as the basic for learning. Only this can provide the impact for faster economic development and education for living. One way in which this is being done is the promotion of the concept of intermediate technology. In the classroom, this means the use of simple, relatively inexpensive home-made aids for learning than the use of imported expensive mateirals such as computers, video tapes, etc. Similarly, oxen-drawn ploughs replace tractors on farm lands. But if we have to get anywhere, a compromise must be found between intermediate technology which is advocated by most development specialists, and high technology which is being sold to us by Western multi-national companies. Only we ourselves can resolve this conflict. Can you think of any locally made aids for teaching? What are they? Would you say their use has improved learning - compared to chalk and talk?

ST 2

6. *Assignment:*

(i) Investigate and describe an aspect or aspects of your traditional education (or that of any other tribe) e.g. circumcision, hunting, herding cattle, dance etc. stress the significance of any media or materials used in the process.

OR

(ii) Compare the media in your present educational system (primary to secondary) and the media used in your precolonial education system. State the merits and demerits of using each type. Do you think we would be better off without Western technology?

7. Further Reading

Every good study of a tribe or traditional society is usually also a good summary of the traditional education of the group since education was regarded as equipment for living in its totality. What follows then is only a sample of what is available on the subject. You should be able to discover many others on your own and enlarge the list.

Castle, E. B. - Growing up in East Africa. London, O.U.P. 1966 pp. 39-45

Edel M. N. - The Chiga of Western Uganda. N.Y., O.U.P., 1957. 200 pp.

Hurley, E. - Red Strangers. London, Chatto and Windus, 1944. 405 pp.

Kenyatta J. - Facing Mount Kenya, the tribal life of the Gikuyu. London, Secker and Warburg, 1938. 339 pp.

Lawrence, J. C. D. - The Iteso. London, O.U.P., 1957 280 pp.

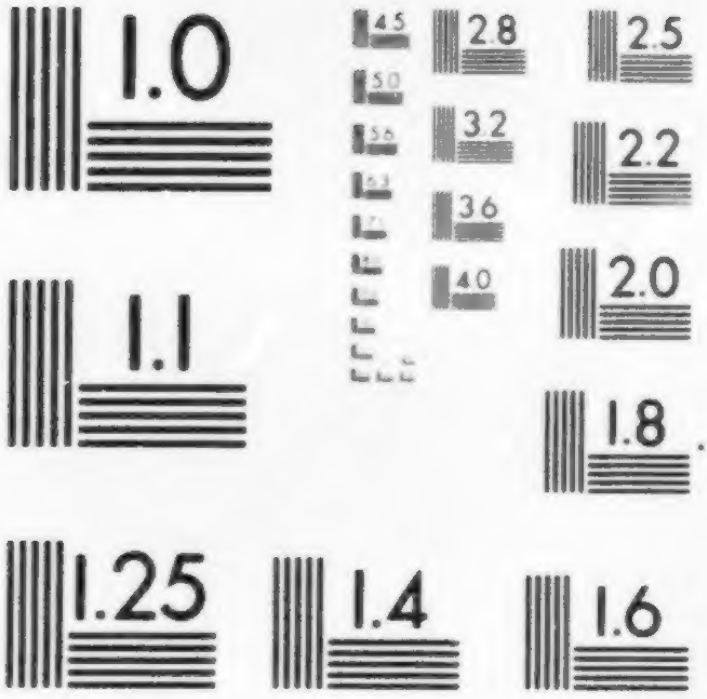
Mair, L. - An African people in the Twentieth Century. London, Routledge and K. Paul, 1934. 300 pp.

Mair, A. V. - The School in the Bush. 2nd ed. London, Cass, 1967. 454 pp

Ocitti, J. P. - African indigenous education as practiced by the Acholi of Uganda. Nairobi, East African Literature Bureau, 1973. 116pp.

Read, M. - Children of their fathers: growing up among the Ngoni of Malawi. N.Y., Holt R. and W., 1968. 97 pp.

Wandira, A. - Idiginous education in Uganda. Kampala, the Author, 1971. 277 pp.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

HOW HAS IMPORTED TECHNOLOGY INFLUENCED THE USE OF INSTRUCTIONAL MEDIA IN AFRICA?

Much knowledge has been acquired about relating subject matter to instructional goals, refining techniqu s of explanation, cultivating the capacity for discovery learning and defining other aspects of the learning process. But much more needs to be known if our educational institutions are to continue to move ahead. Better techniques must be developed for disseminating such knowledge and applying it in actual instruction. For example, valuable and costly equipment (media) is often found lying idle in schoo- storage closests because its use as an educational instrument has not been understood, appreciated or planned for. This implies the need to develop the capacity of curriculum developers, teachers and educational administrators not only to judge the worth of new ideas and techniques, but also to acquire relevant operational techniques. The significance of the historical context for the study of local and imported media lies in that the elimination of useless ideas and practices is as important as the acceptance of good ones. Our goal here then is to inject into the curriculum reform programme in Africa, innovations that will improve education practices through the employment of relevant and socially acceptable resources for learning i.e. Instructional Media. In this unit we want to examine the past, the current and the possible future usage of imported instructional technology, given the fact that each African country had its own developed modes of "effective communication" allbeit on tribal, social and ethnic lines, as discussed in unit 3 "a" above.

In order to do this successfully, we need to examine the different interpretations of instructional media, instructional technology and the technique, devices and uses of instructional media and instructional technology as visualized by the African (recipient) on the one hand and the TEchnological West (supplier) on the other hand. We also need to examine some of the major applications of instructional media and technology in the developed countries and the developing countries; most important, the factors which affect the chances of success. Currently there is great concern all over Africa over the wholesale aculturation of African schooled and schooling youths through the aping of foreign cultures and technologies.

This concern is not to be taken lightly. The need for a repraisal cannot be overemphasised while the role of the Curriculum Development in the whole exercise requires urgent attention. It is therefore important that before you make any more progress you ensure that you thoroughly comprehend the components of all the preceding units - i.e. Unit One, Unit Two and Unit Three "a".

In Unit Two we learned that instructional technology (is) the tools for learning ie. the devices and materials which are used in the process of learning and education. This in essence means that in traditional Africa, as exemplified in Unit Three "a" above, there was a practice of Educational Technology, or technology in education.

We need to note though that the terms technology, instructional media, and other related terms are a curious and sensitive target for most users. Itself a most innocent and desirable concept, it none-theless frequently arouses strong emotions among both its advocates and its adversaries. We need to know why and plan to do something about it.

IN this unit we will further need to identify and analyse imported instructional technology and media as distinct from traditional and locally made instructional media and come up with reports and suggestions that will contribute to the effective utlisation of both components in future. We will thus endeavour to lessen the problems of (1) vague definitions and (2) hazy purposes, which have previsouly enshrouded the discipline. We will highlight the useful role that both local and imported media can play in curriculum development through a historical appraisal or both components.

<u>Historically</u>

African education is in a state of transition. Only two decades ago practically all African countries were under colonial rule. Through the sixties, most of these countries attained self-rule and the seventies has been spent by most in transforming from subjugation into free and self willed nations.

The transition period is evidenced in many phases of national life, particularly so in educational development (schools, teachers colleges, universities, research and curriculum development institutions). The sheer growth of education in quatitative terms in Africa is indeed unprecedented and even an heroic achievement. In gross terms, education growth has quadrupled within a short period of the time and public investment and expenditure has likewise risen to an all time high of approximately 25% of the national budget in many countries.

During the past decade educational planners and curriculum developers in Africa have made tremendous strides to cope with the quantitative inceases in educational demands. They have planned for, executed and assessed programmes that have produced and continue to produce the much needed high skilled manpower - scientists, artists, engineers, doctors and technicians etc. In some cases African countries have succeeded in replacing expatriate mdoels with local ones, with great success. Tanzania ia a case in point where the development in education is related explicitly to a specific conception of a new African social order to be achived within the constraints of a limited economy.

ST 3

Specifically as curriculum developers we could ask questions and provide answers in a historical context for purposes of better planning for the future:

1. *Educational Excellence: What is the ideal for present and future Africa?*
2. *What are the Instructional Media implications?*
3. *What do they cost?*
4. *Can we afford them and under what circumstances?*
5. *How do we plan their use?*
6. *How do we get started?*

AND

- *What is the variety of imported Instructional Media?*
- *What can it do?*
- *What can it to solve our learning needs?*

ST 4

Assignment

Below is a list of a variety of Instructional Media that could be local or imported.

1. *Identify the category by placing a tick in the column provided, whether the media item is available and locally made (COLUMN I), or available and imported (COLUMN II) or not available at all locally (COLUMN III).*
2. *Look through the list of items that fall under column II, i.e. imported media. Using this list of items, write out the assignment given under (3) below.*
3. *Examine the list of imported instructional media items in your own country (See No. "2" above).*

Now answer the questions below

A VARIETY OF INSTRUCTIONAL MEDIA (COULD BE LOCAL OR IMPORTED)

	COLUMN I AVAILABLE LOCAL	COLUMN II AVAILABLE IMPORTED	COLUMN III NOT AVAILABLE
1. PRINTED MATTER			
(other than reference)			
Trade books			
Text Books			
Programmed books,			
printed programmes			
Machines			
Workbooks			
Work sheets and outline			
maps			
Reading kits			
Pamphlets			
Periodicals			
Newspapers and clippings			
Picture in books and magazines			
Other			

	COLUMN I . AVAILABLE LOCAL	COLUMN II . AVAILABLE IMPORTED	COLUMN III NOT AVAILABLE
Dictionary			
Atlas			
Encyclopeadia			
Almanacs			
Catalogs			
Manuals			
Courses of Study			
Units of Study			
Other			
2. TEST MATERIALS			
Practice Test			
Standardised Tests			
Teacher-made Tests			
Textbook Tests			
Other			
3. CONTENTLESS MEDIA			
Construction paper			
Drawing Paper			
Writing Paper			
Paints			
Crayons and Chalks			
Pencils and Pens			

	COLUMN I . AVAILABLE LOCAL	COLUMN II . AVAILABLE IMPORTED	COLUMN III NOT AVAILABLE
4. FLAT GRAPHICS			
Chart-prepared			
Posters			
Pictures			
Diagrams			
Wall Maps			
Chalk-wall, easel			
Bulletin Board			
Flannel Board Magnetic			
Board			
Other			
5. THREE DIMENSIONAL MEDIA			
Globes			
Models, Mock-ups			
Demonstration			
Apparatus			
Laboratory equipment			
Realia			
Toys, games, puppet			
Sculpture			
Other			

	COLUMN I	COLUMN II	COLUMN III
	AVAILABLE LOCAL	AVAILABLE IMPORTED	NOT AVAILABLE
6. AUDIO AIDS			
Musical Instruments			
Records and record players			
Language labs			
Earphones and Loud speakers			
Educational radio			
Radio-commercial			
Tapes and tape recorders			
Educational programmes on tape			
Other			
7. VISUAL AIDS			
Opaque Projector			
Filmstip Projector			
Slide Projector			
Slide and tape			
Combination			
Movie Projector silent			
Overhead Projector			
Prepared Transparencies			

	COLUMN I	COLUMN II	COLUMN III
	AVAILABLE LOCAL	AVAILABLE IMPORTED	NOT AVAILABLE
7. Filmstrip Viewer			
Slide Viewer			
Rear Screen Projector			
Other			
8. AUDIO-VISUAL AIDS			
Television-closed			
Circuit, educational			
Sound movie			
Filmstrip with synchronised sound			
Other			
9. SCREENS			
Projection Screen-wall			
Movable, overhead			
Wall-movable			
Other			

On page 23 (bottom) is the list of some of the problems generally associated with Educational Development in Africa, with reference to instructional media. Read through the entire list. Add more to the list, citing examples from your own country. For our purposes here and for the residential course to follow, we could summarise these problems in the context of countries.
e.g.

1. *Different interpretations of the field by a different group.*
2. *Often confused on technology for its own sake.*
3. *Too many inflated promises by the "hardware" people.*
4. *Too little attention given to the need for and quality of software.*
5. *Overt, covert and sustained resistance by the teaching establishment.*

The question them arises as to whether to use technology in education IN PLACE OF traditional instructional practices or as AN ADDITIVE TO African ways already in practice.

If the answer lies in the issues of

1. *DEFINITION*
2. *CLARITY OF PURPOSE*

Then we can go back to Unit Two for answers to No. (1) above. As for "purposes", a quotation from "AN INQUIRY INTO THE USES OF INSTRUCTIONAL TECHNOLOGY" - A Ford Foundation Report by Armsey U. W. Affices - suffices:-

"The purposes are usually multiple. They include: to improve instruction (qualitative); to educate more people (quantitative); to learn about learning (research); to perform the curriculum (substance); to improve the process (method); and to articulate the system (structure). While these are all laudable objectives, when they are intermingled at the beginning they are difficult to separate at the end. The state of the art might be more rapidly advanced if the proponents of research projects, experiment, or deminstrations were acquired to state clearly unambigously their purposes

before the project's inception, to adhere to them while the project is underway, and to measure their achievements after the project is completed.

Reading assignments

Please try to locate relevant material within your curriculum centre library.
Read at least one publication/book in the area, and be prepared to justify why you have chosen this one book and not another.

RESEARCH ABSTRACTS

1. *Radio*
2. *Television*
3. *Film*
4. *Slides*
5. *Tape REcordings*
6. *Still Pictures*
7. *Language Lab*
8. *Multimedia*

CASE STUDIES

TELEVISION:

1. *Educational Television in American Samoa*
2. *Educational Television in Nigeria*
3. *Colombia National Programme for Primary Level Television Instruction*
4. *Teaching Literacy by Television in the Ivory Coast*

RADIO

1. *Radio Togo's Educational Programme*

2. *The uses of Mass Media for In-service Teacher Training in Algeria*
3. *Educational Radio in Thailand*
4. *Ten years of the Radio Rural Forum in India*
5. *Japans Broadcast Correspondence High School*
6. *Australia Correspondence Schools with supporting broadcast programmes and Radio-University.*

PROBELMS ASSOCIATED WITH EDUCATIONAL DEVELOPMENT

1. *Large Numbers of schooling youths*
2. *Extreme poverty and underdeveloped educational programmes e.g. financially unsupported national policies*
   - *curricula unaccompanied with relevant texts and Instructional aids*
   - *langugage problems - social and cultural problems*
3. *Poor management of education. Goes back to colonial history. Only very few people were well educated. These few took on jobs in the Civil Service at independence. Therefore, curriculum planners and teachers are either inexperienced or not highly educated.*

   Example - Elementary School teachers do not comprehend Instructional Technology.
   - *Research institutes are not funded for projects and other work on Instructional Media.*

4. *Lack of understanding and/or training on the part of the curriculum developer and the teacher on the role of Instructional media in the school curriculum. Teacher resistance to change.*
5. *Multiplicity of language within national boundaries and the use of French and/or English as the medium of instruction.*

Problems here also relate to ethnicity and religious diversity. Problems hinder standardisation of Instructional media.

6. Conflict of new media with culture, language and customs Hardware and software dictrotomy.

7. Distance of the local school from the centralised administrative and general resource facility.

8. Wars - Many African countries, involved in the cold war by proxy, have drained their economy to cater for national defence at the expense of education. This has indirectly contributed to the political demand for quantity of education at the expense of quality of education. Moreover Instructional Media is an expensive enterprise.

9. Lack of clear definition of the role of the University in educational development. Specifically its contribution to the learning habits of the local population and the techniques of communication in our local communities.

10. Inability to use the systems approach to identify Instructional Media needs and problems.

- What are the objectives to be reached?
- How can the objectives be reached effectively?
- How do we know the objectives have been reached?

11. Incompetence in the skills of effective communication:

- How to provide people with relevant information
- How to motivate people to accept new ideas
- How to motivate people to adopt new practices

The role of Instructional media in the whole exercise.